



Missouri Teacher Preparation Institution PROFILE

SAINT LOUIS UNIVERSITY

GENERAL INFORMATION

About the Institution

- Saint Louis University, a private university under Catholic and Jesuit auspices, traces its history to the foundation of the Saint Louis Academy in 1818. The small Jesuit college received its charter as Saint Louis University in 1832, becoming the first university established west of the Mississippi River. The university has been at its present site on Grand Boulevard since 1888.

Source: Saint Louis University Undergraduate Catalog, 1997-1999

- Enrollment* **14,062** (9,882 undergraduates)

| | |
|------------------|-------|
| White | 77.1% |
| African American | 7.6% |
| American Indian | 0.3% |
| Asian | 4.1% |
| Hispanic | 1.8% |
| Other | 9.1% |

Missouri residents 46% (undergraduates)

| | |
|--------|-------|
| Male | 43.3% |
| Female | 56.7% |

**Fall 1999 Headcount*

Source: 1999-2000 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 148

**Fall 1998 degree-seeking undergraduate students*

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students ¹ 376

Source: 1998-1999 Statistical Summary of Missouri Higher Education, July 1999 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents) ² 15

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

To be considered for admission to any of the undergraduate programs of Saint Louis University, applicants must be graduates of an accredited high school or have an acceptable score on the General Education Development test (GED). The university will accept the ACT and/or SAT. Test scores are required for all high school graduates and applicants who graduated from high school within five years of the date of intended enrollment.

Source: Saint Louis University (<http://www.slu.edu>)

- Average ACT Score of 1994 Freshmen Class*³ 25.3

**Fall 1994 degree-seeking, ACT-tested, first-time freshmen*

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education
August 2000

- Tuition & Fees for Typical Full-time Undergraduate Student* \$17,268

**1999-2000 academic year*

Source: 1999-2000 Statistical Summary of Missouri Higher Education

About the Education Program

- In 1996, the Institute for Leadership and Public Service became the academic home for six departments of the university that share a common mission of community outreach and service. In the fall of 1998, the institute was given the status of a college, and the College of Public Service now includes these departments: Communication Sciences and Disorders, Counseling and Family Therapy, Leadership and Higher Education, Educational Studies, Public Policy Studies, and Research Methodology. The Department of Educational Studies includes undergraduate and graduate programs in early childhood education; early childhood special education; elementary, middle and secondary education; and special education in behavior disorders, learning disabilities and mental handicaps. Master's and doctoral degree programs are offered in reading specialist, psychological examiner, foundations, curriculum and instruction.

Source: Saint Louis University Web Site

- Enrollment in Undergraduate Professional Education Programs* **253** (15 part-time)

| | |
|--------------------|-------|
| American Indian | 0.8% |
| Asian | 0.0% |
| African American | 8.4% |
| Hispanic | 3.4% |
| White | 86.1% |
| Other | 0.0% |
| Nonresident Aliens | 1.3% |
| Unknown | 0.0% |
| Missouri residents | 66.8% |
| Male | 16.4% |
| Female | 83.6% |

**Fall 1998 Headcount (full-time students)*

Source: Institution MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 1999

Transfer Students from Missouri Public Community Colleges* **Not Reported**

**Fall 1998 degree-seeking undergraduate students*

| | |
|--|---|
| Missouri Teacher Education Scholarship Students ⁴ | 2 |
| Missouri Minority Teaching Scholarship Students ⁵ | 4 |

Source: Missouri Department of Elementary and Secondary Education

- Education Program Entrance Requirements

To be accepted into the Teacher Certification Program, a student must 1) be accepted as a major in education, 2) complete and submit the admission form for the Teacher Certification Program, 3) achieve a passing score on the C-BASE, 4) complete Public Speaking or an equivalent course with a grade of C, 5) submit his or her ACT or SAT score, 6) have a current grade point average of 2.5, 7) not be on disciplinary probation, and 8) submit a letter of recommendation.

Source: Saint Louis University Web Site

- Information about Education Program Completers⁶

Recommended for initial Missouri certification in 1998

54

Age

| | |
|-------------|------|
| Under 25 | 83 % |
| 25-34 | 16 % |
| 35-44 | 0 % |
| 45-54 | 0 % |
| 55 and over | 0 % |

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (for initial Missouri certification in 1998)

23.4

Source: ACT Inc. Research Services

C-BASE scores⁸

Passed all five subjects *first time*

| Took Test | Passed all Subjects | English | | | Writing | | | Math | | | Science | | | Social St. | | |
|-----------|---------------------|---------|-----|------|---------|-----|------|------|-----|------|---------|-----|------|------------|-----|------|
| | | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn |
| 44 | 38 | 263 | 469 | 357 | 269 | 424 | 351 | 235 | 448 | 347 | 255 | 448 | 341 | 239 | 476 | 329 |

Passed all five subjects, *one or more attempts* through December 1998

| Took Test | Passed all Subjects | English (313)* | | | Writing (314)* | | | Math (314)* | | | Science (306)* | | | Social St. (303)* | | |
|-----------|---------------------|----------------|-----|------|----------------|-----|------|-------------|-----|------|----------------|-----|------|-------------------|-----|------|
| | | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn | Min | Max | Medn |
| 44 | 43 | 253 | 469 | 354 | 259 | 424 | 329 | 235 | 448 | 338 | 248 | 448 | 339 | 239 | 476 | 321 |

*state median score

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 1998-99*

20 (37%)

Missouri public school districts employing Saint Louis University
1998 program completers

14

Major employer of Saint Louis University 1998 program completers

Special School District of St. Louis County

5

*Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed. Saint Louis University reports a significant number of graduates choose employment in parochial/private schools in Missouri.

Source: Missouri Department of Elementary and Secondary Education

RESOURCES

Institution

- Full-time Faculty at Saint Louis University **1,181**

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 29
 - American Indian 0
 - Asian 0
 - African American 3
 - Hispanic 0
 - White 25
 - Nonresident Aliens 0
 - Other 1
 - Male 12
 - Female 17
 - Doctorate Degree 21
 - Missouri Teaching Certificate **Not Reported**
 - National Board Certification 0
- Adjunct Education Program Faculty 6
 - Full-time with the institution, part-time in education 1
 - Part-time in education 5

Source: Institution MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 1999

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio 9:1
- Average Class Size 25 or less

Source: Saint Louis University, June 1999

Education Program

- Student-to-Faculty Ratio 9:1
- Average Class Size 25 or less

Source: Saint Louis University, June 1999

- Practical Experience Requirements for Education Majors

The Department has instituted a "block" concept in the teacher education program. Students take the professional education courses in a specific sequence. The first block addresses issues related to classroom observation, learning theory, the schools as a social system, and general information related to the profession of teaching. Block two examines human growth and development; diversity in the classroom as it relates to culture, race, sex and learning styles; and different styles of teaching to address differences found in the classroom. The remaining blocks include methods of teaching various subject matter areas and levels, diagnosing learning problems, and developing learning activities. In many of the methods courses practicum experiences are required. The culmination of the program is the professional semester block. This semester is a 14- to 16-hour block of courses including behavior management laboratory, legal issues, professional development, and student teaching. During this semester, the student will spend the greatest amount of time teaching in a school setting.

Source: Saint Louis University Web Site

- **Professional Development School(s)**

All teacher candidates are provided with a variety of field-based and clinical experiences to systematically increase their involvement with students in classrooms appropriate to their certification area(s). Clinical experiences within a variety of levels and settings are provided in a sequential, incremental format throughout the basic teacher education program. Clinical experience sites, both in public and private schools, are located in the city and county of St. Louis as well as in other schools in Missouri and Illinois. Along with those sites, Saint Louis University has developed a partnership affiliation with Wyman Elementary School in the City of St. Louis.

Source: Saint Louis University, June 1999

- **Co-curricular Programs**

To engage teacher candidates as future members of the “community” of education and prepare them for the various professional roles they will have, opportunities are provided for them to participate in a number of different activities. These include participation in professional organizations such as Phi Delta Kappa, and Student Council for Exceptional Children. Students are also included as members of the various committees within the department. As students progress through the teacher education program, they are presented information orally and in writing. For example, students hear presentations about schools and schooling by administrators from various districts, as well as presentations by representatives from AFT and NEA. Students also receive a list of professional organizations in which they can participate. They also have opportunities to attend professional meetings and conferences with faculty and to prepare proposals to present at professional meetings.

Source: Saint Louis University, June 1999

- **Instructional Technology Requirements**

All teacher candidates are presently required to successfully complete a course that focuses on the use of technology with school-age students. Topics covered include technology concepts and terminology as well as the use of microcomputer hardware and software, word processing, database, spreadsheet, computer generated graphics, CD-ROM, multimedia, Internet and assistive devices with emphasis on their appropriate application in the classroom.

Beginning in Fall 2000 the College of Public Service will institute a new core curriculum that will be required for all students matriculating into the colleges' programs. One of the five themes of the core is Communication and Technology. The goal of this theme is to develop professionals who are able to utilize technology to exchange information and share experiences with others in a changing global society. Courses totaling a minimum of nine credit hours will be required with the emphasis on developing competencies not only in written and oral communication but in the use of computers and other advanced technologies for the purpose of dispensing and searching for information as well as communicating with others around us.

Source: Saint Louis University, August 2000

- **Accredited, NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued in 1998 to Saint Louis University education program completers, by subject area and grade level

| Subject Area | Grade Level | Recommended for Certification |
|------------------------------------|--------------------|--------------------------------------|
| Early Childhood Education | PK-3 | 5 |
| Early Childhood Special Education | P-K | 1 |
| Elementary Education | 1-6 | 24 |
| English | 9-12 | 3 |
| General Science | 5-9 | 4 |
| Language Arts | 5-9 | 5 |
| Mathematics | 5-9 | 4 |
| Mild/Moderate: Behavior Disordered | K-12 | 6 |

| | | |
|-------------------------------------|------|-----------|
| Mild/Moderate: Learning Disabled | K-12 | 5 |
| Mild/Moderate: Mentally Handicapped | K-12 | 1 |
| Social Science | 5-9 | 5 |
| Social Science | 7-12 | 1 |
| Social Science | 9-12 | 5 |
| Speech/Language Specialist | K-12 | 9 |
| Total | | 78 |

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education, Certification Section

- Performance of Program Completers* on Praxis II Exit Exam ¹⁰

| | Total Examinees | Number Passing | Qualifying Score | Institutional Average | Missouri Average | National Median |
|------------------------------------|----------------------------|---------------------------|-----------------------------|----------------------------------|-----------------------------|----------------------------|
| Early Childhood Education | 5 | 5 | 500 | 698 | 663 | 660 |
| Education in the Elementary School | 19 | 19 | 520 | 654 | 631 | 630 |
| English Language & Literature | 3 | 3 | 500 | 633 | 606 | 600 |
| Professional Knowledge | 10 | 10 | 638 | 671 | 666 | 663 |
| Social Studies | 4 | 4 | 500 | 595 | 617 | 600 |
| Special Education | 6 | 6 | 490 | 628 | 632 | 630 |
| Speech-Language Pathology | 9 | 9 | 560 | 674 | 675 | 670 |
| Total | 56 | 56 | | | | |

*Individuals recommended for initial Missouri certification in 1998

Source: Educational Testing Service

- Follow-up on Saint Louis University Program Completers

Education program completers who received initial
Missouri certification in 1993

48

Employed in Missouri public schools in

| | |
|---------|----------|
| 1994-95 | 16 (33%) |
| 1995-96 | 18 (38%) |
| 1996-97 | 20 (42%) |
| 1997-98 | 17 (35%) |
| 1998-99 | 13 (27%) |

*Employed in Missouri public schools in 1998-99,
with master's degree*

5 (10%)

*Employed in the same Missouri public
school district*

| | |
|---------|----------|
| 1994-95 | 16 (33%) |
| 1994-96 | 13 (27%) |
| 1994-97 | 12 (25%) |
| 1994-98 | 10 (21%) |
| 1994-99 | 5 (10%) |

Certification Status as of Sept. 1, 1999

| | |
|----------------------|----------|
| Holding Valid PC I | 7 (15%) |
| Holding Valid PC II | 24 (50%) |
| Lapsed ¹¹ | 17 (35%) |

Source: Missouri Department of Elementary and Secondary Education

Major Employers¹²

Missouri school districts employing Saint Louis University graduates* 92

Saint Louis University had 1,381 graduates teaching in Missouri public school districts during the 1998-99 school year.

School districts employing 6 percent or more of Saint Louis University's 1,381 graduates teaching in Missouri public schools during the 1998-99 school year.

| | | |
|--|-----|-------|
| Parkway C-2 | 8% | (115) |
| Special School District of St. Louis Co. | 18% | (248) |
| St. Louis City | 18% | (249) |

**Includes all graduates of Saint Louis University employed in the district, not just those who completed the education program*

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers¹³ 0

National Board Certified Teachers¹⁴ 1

Missouri Teachers of the Year¹⁵ 0

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

Not Reported

